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ABSTRACT

In 1985, the Minnesota Legislature passed legislation permitting and encouraging 11th and 12th grade students attending public high schools to enroll in public and private postsecondary institutions. Approximately 2% of all 11th and 12th grade students in the state took part in the program during its first year of operation, with the majority of those students enrolled in community colleges. A study was conducted to analyze the attitudes and opinions of students and faculty who participated in the program during the 1985-86 academic year at Austin Community College (ACC) and Rochester Community College (RCC). Of the 31 students and 11 faculty members invited to participate in the study, 24 students and 9 faculty members provided usable responses. Study findings included the following: (1) 62% of the ACC students perceived the college as a continuation of high school, while 37% of the RCC students described the institution as a liberal arts college; (2) 31.3% of the ACC students reported that they attended the local community college as a way to save money, while 37.5% of RCC students stated that they attended the college because they were bored with high school; (3) 37.5% of the ACC students and 75% of the RCC students received B's in their college courses; (4) students at both colleges strongly agreed that the experience had been worthwhile; (5) 79.1% of the students did not plan to attend the community college following high school graduation; and (6) high school faculty were not highly supportive of the program. Survey instruments are appended. (EJV)

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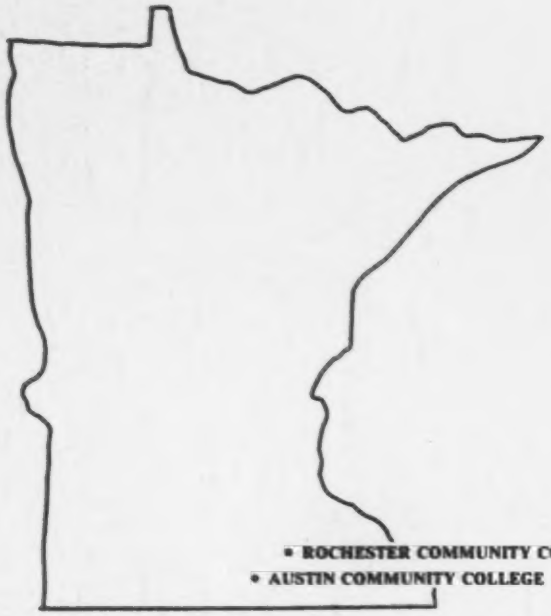

THE MINNESOTA 11th AND 12th GRADE POST-SECONDARY ENROLLMENT OPTIONS PROGRAM — IS IT CHANGING THE TRADITIONAL STRUCTURE OF SECONDARY AND POST-SECONDARY SCHOOLS?

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JC 870 249

A STUDY ENDORSED AND SUPPORTED BY THE COUNCIL OF NORTH CENTRAL COMMUNITY AND JUNIOR COLLEGES

MARCH 1987

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INTRODUCTION

The past several years have seen a significant increase in the various options available to high school students as relating to opportunities to earn college credits that are applicable toward an undergraduate degree. Neither the concept, however, nor the practice is new.

The study reviews many of the reasons that have been given in support of high school-college cooperative programs and goes on to describe how one particular program, the Minnesota Post-Secondary Enrollment Options Program, has functioned to bring these benefits to high school students throughout Minnesota. This study also reviews and draws together a number of studies on cooperative programs in the United States.

Examples of contrasting age group students studying together come to mind quite easily. Two hundred and nine years ago at Phillips Academy in Andover, Massachusetts, Josiah Quincy of Boston, age 6, was a classmate of James Anderson of Londonderry, New Hampshire, age 30 (Whitlock, 1978). Earlier comparisons are perhaps more helpful. The American educational system developed directly from England, and there the pattern was one of great diversity. In 1584, John Donne went to Oxford at the age of either 11 or 12, taking with him his younger brother. Among their classmates and college friends were Henry Fortescue, also 12, Henry King, 13, George Carew, 14, Richard Martin, 15, Henry Wolton,

16, and Hugh Holland, 24 (Whitlock, 1978).

Thus, at Oxford in the late 16th and early 17th centuries, there was no "right" chronological age to begin the university, nor any set patterns of movement through preparatory years of study to gain admissions.

The pattern in early America was equally diverse. Cotton Mather graduated from Harvard at 16, as did Jonathan Edwards from Yale. Flexibility based on individual abilities was the practice of the day. One of the first actions of the Board of Regents of New York, after its founding in 1784, "was to specify that students entering college did not necessarily have to start out as freshmen...and would be admitted into such classes in the said colleges as shall be qualified to enter." (Whitlock, 1978)

President Eliot of Harvard had stated his personal position on the educational structure in 1888. "All our divisions of the total school period into years, such as: primary, grammar, and high school, are artificial, and in most cases hurtful or hindering to the individual." He further went on to say that "the whole school life should be one unbroken flow from one fresh interest and one new delight to another, and the rate of that flow ought to be different for each individual child." His conviction, however, on the committee he chaired did not prevail. The Committee assumed that schooling should start at age 6 and end at age 18. The hardening of the arteries of American secondary education had begun to set in.

Three different circumstances took place in education during the early part of the 20th century that solidified a rigid lock step educational system. The College Entrance Examination Board was founded and gave its first examination in 1901. A country-wide structure for admissions was established. Then, in 1906, the Carnegie Foundation for the Advancement of Teaching put one of the final nails in the structure of conformity. It defined "college" in terms of the academic units required for admissions. The bookkeeping system known as Carnegie units took over the role of defining high school-college articulation.

Ironically, the creation of the unit system was for the purpose of distinguishing between a school and a college so that the foundation could establish a free pension system for college teaching. Originally, Carnegie units had nothing to do with school-college relations.

The third and final blow against non-conformity in education arrived with the addition of non-academic goals to the school system. The progressive movement of the early part of the century had a great influence in shifting the purposes away from the academic goals of the 1893 Committee to the famous 1918 list of Cardinal Principles of the Commission on the Reorganization of Secondary Education: 1. Health, 2. Command of fundamental processes, 3. Worthy home-membership, 4. Vocation, 5. Citizenship, 6. Worthy use of leisure, and 7. Ethical character. Along with the shift of goals came the arguments about students remaining

within their social and age groups.

However, the innovators of education had not gone to sleep. In 1929, Ralph Maynard Hutchins became president of the University of Chicago. He introduced the movement to break the lockstep that had rigidified American education. However, his efforts would not show dividends for many years. School-university cooperation is typical of educational sacred cows. Everyone favors it, few practice it, and hardly anyone realistically describes the result. Many, if not most, cooperative ventures experience tension, frustration, and ultimate failure (Alan Tom, 1973).

A new system of education was just beginning in California. Apparently stemming from a theory of Dr. William Proctor of Stanford University, the new system called for a 6-4-4 system through the associate degree level. Pasadena Junior College was born. The junior college title covered all the grades 11 through 14, and the institution was known as the first "middle college" in America. By 1954 the pressures became too great and the junior college returned to the traditional structure. An additional significant breakthrough came about when in the fall of 1951, eleven American colleges and universities opened their doors to 420 freshmen. The freshmen differed from the average college freshman in two striking respects: they were roughly two years younger and only a few of them had finished high school. For the following five years the Ford Foundation supported a large number of scholarship students at the

colleges and universities, and in 1957 published a very important study of the first four classes that was entitled: They Went to College. The results were so impressive and so conclusive that it remains unclear as to why everyone did not move immediately into early admissions programs. The students not only clearly out performed the regular college freshmen in each institution but also out performed in each case the comparison students. They adapted well and easily and evaluation studies demonstrated that their perceptions of their own ability to adapt to college was accurate.

At the present time, advanced credit has been available through three different options. These options are: the Advance Placement (AP) program, administered by the College Entrance Examination Board, dual enrollment whereby high school students are enrolled both at the high school and are also taking courses in a university or community college and early admissions. Early admissions is a program whereby the student leaves the high school prior to the 12th grade and graduation and is enrolled full time at a college or university. Under the Early Admissions program high school credit is obtained by completing college credits.

The original objectives in the late 1950's and 1960's of student acceleration programs was to enable students to earn a Bachelor's degree in a shorter period of time (Bickel, 1986). Today, it appears that the major objective for student acceleration is not time-saving but academic enrichment (Bickel, 1986). Beckel reports that Florida has

taken a leadership position in student acceleration. The Florida Omnibus Education Act of 1984 provided full funding to the schools and to districts for dually enrolled students and returned much discretion to the districts and students and community colleges concerning the location of dual enrollment courses. In response, the number of dually enrolled high school students in Florida increased by nearly 15 percent in 1983-1984 over the prior year.

Even though there is a sizable body of literature about student acceleration (Bickel, 1986; Watkins, 1983; Pugh, Schellhammer, 1978; Mercurio, 1980) many areas of uncertainty about student acceleration or advance placement remain. The specific area of concern for this study is the Enrollment Options Program that was initiated by the Minnesota Legislature in June of 1985.

Before conducting an investigation of the important factors influencing students to enroll in the Minnesota student acceleration program, a thorough review of student acceleration programs in the United States was undertaken. Also a historical examination of the community college movement in Minnesota was reviewed.

Minnesota's community college's early history was not unlike development of community colleges in other Midwestern states. Junior colleges in Minnesota originally were operated and developed by local school districts (Gerber, 1971). The junior college was regarded as a part of secondary education rather than of higher education. All of

the early development of junior colleges in Minnesota took place in the outstate or rural school districts. This was a mechanism designed by the state legislature to provide education beyond the first twelve years to residents of rural Minnesota.

In 1963 the State Legislature created the Minnesota Junior College Board with the power to establish and operate a system of 15 state junior colleges, with five in the metropolitan area. The legislation also provided the communities that had junior colleges an opportunity to have the state take over the locally operated junior colleges. It was obvious, for purposes other than better education, that local school boards would seize upon the opportunity to cut local expenditures by asking the state to operate their colleges. And that is what happened. Within twelve months all of the local school boards that had junior colleges had petitioned the state to operate their colleges. The 1965 State Legislature changed the law to provide for 17 junior colleges, with five in the metropolitan area. The 1967 Legislature added Minneapolis as a junior college site, making six for the metropolitan area.

THE STATEMENT OF THE PROBLEM

In 1985, the Minnesota Legislature passed legislation permitting and encouraging 11th and 12th grade students attending public secondary schools to enroll in public and

private post secondary schools. The state of Minnesota made the program revenue neutral by permitting state aid to follow the student. Approximately two percent or more than 3,668 of all 11th and 12th graders in the state from 330 high schools in 272 districts (Randall, 1987) took part in the program during the first year of its operation. The majority of those 3,668 students (49%) enrolled in community colleges with significant numbers attending community colleges located in rural locations throughout the state. (Table 19)

The Minnesota Post-Secondary Enrollment Options Plan was developed on the premise that a limited number of people have always had choices when it came to education. There were those who were affluent and could choose where they were to live and the type and quality of education they wanted for their children. If the selection or quality of education was not adequate in the public schools they merely left the public school system and enrolled their children in private schools.

The plan was first conceived by members of the Minnesota Business Roundtable and was comprised of two components. It was called or referred to as the "Access to Excellence Program." The major component of the program was to permit secondary students to move between school districts. The second component was the Post-Secondary Enrollment Options Act. The purpose of the program was to promote rigorous academic pursuits and to provide a wider variety of options to high school pupils by encouraging and enabling secondary

pupils to enroll full time or part time in nonsectarian courses or programs in eligible post-secondary institutions. The business community states that if the state was to successfully compete economically with the rest of the country and world that our educational system had to be superior. Small school districts were finding it more difficult to offer comprehensive programs and legislators were unwilling to consolidate school districts. At the same moment in history the business community was reluctant to increase revenue for education. Thus, a program that was originally initiated by the business community found solid support from Governor Rudy Perpich. Through the support and encouragement from the governor legislation was introduced in the legislature in the Spring of 1985 by Senator Tom Nelson and Representative Connie Levi.

However, not all segments of the education community were supportive of the plan or the legislation. The School Board Association and the Minnesota Education Association went on record in opposition to the plan and combined in a successful effort to defeat the portion of the plan that permitted secondary students to move between school districts. The Minnesota Federation of Teachers in late 1986 filed a lawsuit in the United States District Court to have the 1985 Post Secondary Enrollment Options Act part of the plan declared unconstitutional. The MFT contends that the program weakens the public education system and threatens teaching jobs by diverting funds from school districts to

colleges to pay the cost of enrolling students in higher education courses. The MFT also contends that the law entangles the state with religion because private colleges are included in the program. As of January 20, 1987, the courts have not resolved the lawsuit.

The 11th and 12th grade options enrollment program was designed to provide the same opportunity for all residents regardless of family income or the location of the family home. However, there are significant questions that are raised as a result of the program. First, is the 11th and 12th Grade Post Secondary Enrollment Options Program meeting the needs of the students enrolled? Second, does the program provide options that are not available at the student's local secondary school? Third, is the student successful in completing college level work? Fourth, if the program is successful, is the concept portable to other states? Fifth, is the student who participates in the program more likely to continue their education at a community college following high school graduation?

The correct answers to the prior questions could help determine whether state allocation of resources is being well spent and that the program is meeting the needs of high school students. For this reason, the study analyzed the perceptions of both students and faculty who participated in the 11th and 12th Grade Enrollment Options Program during the 1985/1986 academic year.

Philip Chamberlain and Richard Pugh in their study

entitled, "Does Advanced Placement Continue Throughout the Undergraduate Years?" found that advance placement students achieved at a higher level than that of a group of equal ability. They also reported that the proportion of course hours completed at the junior and above course level was greater for AP students suggesting that advanced course placement continues throughout the four year undergraduate program. It can also be inferred from their data that the advance placement student completes a greater number of course hours per semester than those students who have not participated in an advance placement program.

The Syracuse University Project Advance (SUPA) established in 1973 is one of the largest programs in the United States offering in the high schools regular college courses for credit, taught by high school faculty (Mercurio, 1980). The program in 1980 served 76 high schools and approximately 4,000 students in the states of New York, Massachusetts, Michigan and New Jersey.

Mercurio found that ninety-eight percent of the SUPA respondents went on to attend a college, university or professional school. Ninety-one percent of those completing degree requirements reported having achieved an average letter grade of B or above. The percentile breakdown is as follows:

A - 28%

B - 62%

C - 9%

D - 0%

Eighty-four percent of those completing their degree did so in the normal amount of time, i.e., 4 years in a 4-year institution, 2 years in a 2-year institution. Of interest is that ninety-five percent of the respondents to Mercurio's study said that they would recommend to a high school student that he/she take a Project Advance course.

DESIGN OF THE STUDY

Research Questions

A major objective of the study was to analyze attitudes and opinions of both students and faculty who participated in the 11th and 12th Grade Enrollment Options Program during the 1985-1986 academic year. The data was gathered from students and faculty at two outstate Minnesota community colleges. The information was reported and compared as it relates to and answers the following questions:

1. Is the 11th and 12th grade Post Secondary Enrollment Options Program meeting the needs of the students enrolled?
2. Does the program provide options that are not available at the student's local secondary school?
3. Is the student successful in completing college level work?
4. If the program is successful - is the concept portable to other states?
5. Is the student who participates in the program more likely to continue their education at a community college following their high school graduation?
6. Are high school faculty who participated in the program supportive of the concept and program?

These research questions were designed to provide information about the students and faculty who participated in the 11th and 12th Grade Enrollment Options Act and their

expressed attitudes and opinions about the community college in general and the Enrollment Options Act Program in particular.

POPULATION AND SAMPLE

Twenty-four students and nine community college faculty served as the actual subjects of the study which included two of the eighteen community colleges in Minnesota. The total population from which the student population was drawn was seventy-nine students. Initially, thirty-one students and eleven faculty were invited to participate in the study.

CRITERIA FOR SAMPLE SELECTION

The samples for the students for the study were controlled by employing specific criteria in the selection stage. Each student to be included in the study had to be one of the following:

1. A high school junior enrolled either at Rochester or Austin Community College during the 1985-1986 academic year and selected by the Director of Admissions..
2. A high school senior enrolled either at Rochester or Austin Community College during the 1985-1986 academic year and selected by the Director of Admissions..

The criteria used to define students to be included in the study had been made explicit by limiting the sample to be studied to those actual students who participated in the 11th and 12th Grade Enrollment Options Program so identified by the Director of Admissions at both Rochester and Austin

Community College. Usable responses were received from twenty-four respondents representing a 77.41 percent response rate (Table 1 and 2).

The samples for the faculty for the study were controlled by employing the following criteria in the selection stage. Each faculty member to be included in the study had to meet the following criteria:

1. A faculty member on the staff at either Austin or Rochester Community College and identified by the Director of Admissions.
2. A faculty member who during the 1985-1986 academic year had students enrolled in their classes who were participants in the 11th and 12th Grade Post-Secondary Enrollment Options Program.

Usable responses were received from nine respondents representing an 81.81 percent response rate. (Table 3)

TABLE 1

PERCENT OF RESPONSES BY STUDENTS TO
QUESTIONNAIRE BY COMMUNITY COLLEGE CATEGORY

COLLEGE	N	R	%
Austin Community College	17	16	94.11
Rochester Community College	14	8	57.14
TOTALS	31	24	77.41%

TABLE 2

PERCENT OF RESPONSES BY STUDENTS TO
QUESTIONNAIRE BY CLASS LEVEL CATEGORY

CLASS LEVEL CATEGORY	N	R	%
Juniors	11	9	81.81
Seniors	20	15	75.00
TOTALS	31	24	77.41%

TABLE 3

PERCENT OF RESPONSES BY FACULTY MEMBER TO
QUESTIONNAIRE BY COMMUNITY COLLEGE

COLLEGE	N	R	%
Austin Community College	6	5	88.33
Rochester Community College	5	4	80.00
TOTALS	11	9	81.81%

SOURCE OF DATA

Data was collected by mailed questionnaire (see appendix A) to both selected student and faculty participants in two of the eighteen community colleges located in Minnesota. A rural community college, as well as a metropolitan community college, was chosen so that the sample would represent both these segments of the Minnesota population.

The questionnaire method was used for two reasons. First, it would have been very difficult to interview each of the students and faculty involved in the study due to the large number of respondents in dispersed geographic locations. Secondly, the use of a mailed questionnaire to the home provided confidentiality to the respondent.

METHODS OF ANALYZING THE DATA

Analysis of Census-type Factual Data (Part A)

Descriptive statistics were used to analyze the data gathered by the census-type questions on the categories by college, by students and by faculty with frequency and percent of respondents computed.

Analysis of Attitudes and Opinions (Part B)

The F analysis of variance was used for questions one through twenty-five in Part B of the Student questionnaire

and questions one through fourteen of Part B of the faculty questionnaire. The variables were place in categories by college to compare means between colleges. (Tables 11-18)

REPORT OF THE FINDINGS

The questions used to develop the Student Attitude Questionnaire (see Appendix A) were designed around four areas: personal characteristics; familiarity with the college; one's perception about their grades, future plans; and student attitudes about the local college and the Minnesota Post-Secondary Enrollment Options Program.

The attitude portion of the questionnaire, grouped together in clusters, was designed to investigate student attitudes in five areas: quality of education at the community college; how students were treated at the community college; experiences at the high school; future plans, parents' expectations and whether the student would recommend the program to others.

The questions used to develop the Faculty Attitude Questionnaire (see Appendix B) were designed around four areas: personal characteristics; quality and value of the Minnesota Post-Secondary Enrollment Options Program; faculty perceptions on how students adjusted or viewed the Post-Secondary Enrollment Options Program; and the faculty's own perception of the program.

TABLE 4

ITEMS SELECTED BY 11TH AND 12TH GRADE STUDENTS AS DESCRIPTIVE OF THEIR LOCAL COMMUNITY COLLEGE BY COLLEGE

ITEM	AUSTIN C.C. f	AUSTIN C.C. %	ROCHESTER C.C. f	ROCHESTER C.C. %
A continuation of high school	10	62.5	1	12.5
Transition from high school to college	0	0	1	12.5
Beginning of a 4 year college	1	6.3	1	12.5
A liberal arts college	0	0	3	37.5
Vocational training school	0	0	0	0
Trade school	1	6.3	1	12.5
School offering liberal arts and vocational classes	4	25.0	1	12.5
TOTALS	16	100.0	8	100.0

TABLE 5

ITEMS THAT BEST DESCRIBE HOW STUDENTS FIRST LEARNED ABOUT THE 11TH AND 12TH GRADE POST-SECONDARY ENROLLMENT OPTIONS PROGRAM BY COLLEGE

ITEM	AUSTIN C.C. f	AUSTIN C.C. %	ROCHESTER C.C. f	ROCHESTER C.C. %
Parents	3	18.8	1	12.5
High school counselor	1	6.3	2	25.0
High school teacher	1	6.3	0	0
Newspaper, radio, or TV	8	50.0	3	37.5
Friends	2	12.5	0	0
Community college staff	1	6.3	1	12.5
Other reasons	0	0	1	12.5
TOTALS	16	100.0	8	100.0

Familiarity with the College

As presented in Table 4, sixty-two percent of the Austin students viewed the College as a continuation of high school. Rochester Community College students, on the other hand, described the community college as a liberal arts college (thirty-seven percent).

Table 5 reports that fifty percent of Austin students first learned about the College and the PSEO Program from newspapers, radio or TV while thirty-seven percent of the Rochester students first learned about the College and PSEO Program through the newspaper, radio or TV. High school teachers had little impact on students learning about the program.

TABLE 6

STATEMENTS THAT BEST DESCRIBE THE QUALITY OF THE LOCAL COMMUNITY COLLEGE AS PERCEIVED BY 11TH AND 12TH GRADE HIGH SCHOOL STUDENTS

STATEMENT	AUSTIN C.C. f	%	ROCHESTER C.C. f	%
Much better than other colleges or universities	1	6.7	0	0
Better than other colleges or universities	2	13.3	1	12.5
About the same as other colleges or universities	8	53.3	4	50.0
Somewhat worse than other colleges or universities	3	20.0	3	37.5
Much worse than other colleges or universities	1	6 .7	0	0
TOTALS	15	100.0	8	100.0

As reported in Table 6, Austin Community College

students (fifty-three percent) as well as Rochester Community College students (fifty percent) responded that their college was about the same in quality as other colleges or universities.

Why Students Attended the Community College and Their Plans Following Graduation From High School

Austin students (Table 7) reported that they attended the local community college as it was a way to save money (31.3 percent). In comparison, Rochester students stated that they were bored with high school (37.5 percent) and the high school didn't have a course that they wanted (37.5 percent). As to plans following graduation, Table 8 reports that Austin students planned to attend their community college (31.3 percent) while Rochester students (50.0 percent) planned on attending the state university.

TABLE 7

ITEMS THAT BEST DESCRIBE WHY THE 11TH AND 12TH GRADE STUDENTS ATTENDED THE LOCAL COMMUNITY COLLEGE AS REPORTED BY STUDENTS

ITEM	AUSTIN C.C. f	AUSTIN C.C. %	ROCHESTER C.C. f	ROCHESTER C.C. %
Bored with high school	4	25.0	3	37.5
HS didn't have a course that I wanted	2	12.5	3	37.5
Wanted to try college	4	25.0	0	0
Friends	1	6.3	0	0
Didn't have any friends in high school	0	0	0	0
Good way to save money	5	31.3	2	25.0
TOTALS	16	100.0	8	100.0

TABLE 8
STATEMENTS THAT BEST DESCRIBE PLANS FOLLOWING
HIGH SCHOOL GRADUATION AS REPORTED BY STUDENTS

STATEMENT	AUSTIN C.C. f	AUSTIN C.C. %	ROCHESTER C.C. f	ROCHESTER C.C. %
Attend community college	5	31.3	0	0
Find Employment	2	12.6	0	0
Attend state university	4	25.0	4	50.0
Attend private college	3	18.8	2	25.0
Attend technical institute	0	0	2	25.0
Enlist in the military	0	0	0	0
Other reasons	2	12.5	0	0
TOTALS	16	100.0	8	100.0

As a result of the study, Austin Community College administrators when planning recruiting efforts, should take into consideration that significant numbers of potential students view the community college as a continuation of high school, that they learn about the community college and the PSEO Program through the newspaper, radio or TV and that they view the quality of the College as being similar to other colleges or universities. Austin administrators can find comfort in the fact that those who plan to continue their education plan on attending Austin Community College.

Grades Earned in High School Versus Grades Earned at the Community College

As reported in tables 9 and 10, the greatest percentage of students at both Austin and Rochester Community College were "B" students. It is noteworthy that only one student

received a no credit grade at a community college and that the average GPA for the system as reported in Table 19 is a GPA of 2.69. High school grades were similar to those earned in college.

TABLE 9

GRADE THAT CORRESPONDS TO GRADES EARNED AT THE COMMUNITY COLLEGE BY 11TH AND 12TH GRADE HIGH SCHOOL STUDENTS AS REPORTED BY STUDENTS

GRADE	AUSTIN C.C.		ROCHESTER C.C.	
	f	%	f	%
4.0 (A)	5	31.3	1	12.5
3.0 (B)	6	37.5	6	75.0
2.0 (C)	4	25.0	0	0
1.0 (D)	1	6.3	0	0
(NC) No Credit	0	0	1	12.5
TOTALS	16	100.0	8	100.0

TABLE 10

GRADE THAT CORRESPONDS TO GRADE AVERAGE EARNED WHILE IN HIGH SCHOOL BY THE 11TH AND 12TH GRADE HIGH SCHOOL STUDENT AS REPORTED BY STUDENTS

GRADE	AUSTIN CC		ROCHESTER CC	
	f	%	f	%
4.0 (A)	6	37.5	3	37.5
3.0 (B)	9	56.3	4	50.0
2.0 (C)	1	6.3	1	12.5
1.0 (D)	0	0	0	0
(NC) No Credit	0	0	0	0
TOTALS	16	100.0	8	100.0

TABLE 11

DIFFERENCES IN STUDENT ATTITUDES ABOUT THE QUALITY OF INSTRUCTION, ACCESS TO INSTRUCTORS AND AVAILABILITY OF COURSES AND PROGRAMS BY COLLEGE AS REPORTED BY STUDENTS

STATEMENT	AUSTIN C.C. X (N=16)	ROCHESTER CC X (N=8)	F
Quality of instruction at the community college is excellent	2.50	2.50	0.000
Community college has high academic standards	2.62	2.50	0.017
Most instructors at the community college are accessible to students	1.875	2.250	0.126
Community college teaching staff seem to be well trained and current in their field	2.188	2.000	0.043
I thought the college experience was worth the effort	1.500	1.250	0.078
The 11th and 12th Grade Enrollment Options Program was worthwhile	1.438	1.500	0.004
There were ample courses and programs to choose from at the community college	2.250	2.000	0.779

1= strongly agree 2= agree 3= neutral
4= disagree 5= strongly disagree

Students Responses to Attitudinal Portions of the Questionnaire

Students at Austin Community College strongly agreed, as reported in Table 11, that most instructors were accessible to students, that the college experience was worth the effort and that the 11th and 12th Grade Enrollment Options Program was worthwhile. Rochester Community College students strongly

agreed that the college experience was worth the effort and that the 11th and 12th Grade Enrollment Options Program was worthwhile.

TABLE 12

DIFFERENCES IN STUDENT ATTITUDES ABOUT HOW THEY WERE TREATED, COMPETITION IN THE CLASSROOM AND EASE OF REGISTRATION BY COLLEGE AS REPORTED BY STUDENTS

STATEMENT	AUSTIN CC $\bar{X}$ (N=16)	ROCHESTER CC $\bar{X}$ (N=8)	F
I found registration to be very easy	1.750	2.500	0.480
I was treated just like everyone at the college	1.688	2.250	0.290
Classmates at college treated me no differently than anyone else	1.813	1.625	0.044
Local college officials were not readily available to help	4.000	3.625	0.169
I found it difficult to compete against older students in the classroom at the community college	3.750	4.125	0.121

1= strongly agree 2= agree 3= neutral
4= disagree 5= strongly disagree

Austin Community College students, as reported in Table 12, strongly agreed that they found registration to be very easy, and that they were treated just like everyone else. They strongly disagreed that college officials were not readily available to help. Rochester Community College students Strongly agreed that classmates at the College treated them no differently than anyone else. Rochester Community College students also strongly disagreed that they found it difficult to compete against older students in the classroom.

TABLE 13

DIFFERENCES IN STUDENT ATTITUDES BETWEEN THE EXPERIENCES AT THE COMMUNITY COLLEGE AND THE EXPERIENCES AT THE HIGH SCHOOLS BY COLLEGE AS REPORTED BY HIGH SCHOOL STUDENTS

STATEMENT	AUSTIN CC X (N=16)	ROCHESTER CC X (N=8)	F
Counseling in the high school that I received was adequate and helpful	2.750	3.625	0.543
My friends at high school resented my going to college for a portion of the day	3.500	3.750	0.053
My friends at the high school seem to know a great deal about the community college	4.188	3.625	0.380
I felt I missed a lot of activities in the high school while attending the community college	3.688	3.000	0.495
High school teachers were very supportive of my attending college	3.125	2.500	0.425
I found it difficult to schedule my high school classes around the college classes	2.750	2.875	0.013

1= strongly agree 2= agree 3= neutral
4= disagree 5= strongly disagree

Austin Community College students, as reported in Table 13, strongly disagreed that friends at the high school seem to know a great deal about the community college.

TABLE 14

DIFFERENCES IN STUDENT ATTITUDES ABOUT TRANSPORTATION, CAMPUS, COLLEGE GRADES AND WHETHER IT WAS FAIRLY EASY TO DO BOTH COLLEGE AND HIGH SCHOOL WORK AT THE SAME TIME BY COLLEGE AS REPORTED BY HIGH SCHOOL STUDENTS

STATEMENT	AUSTIN CC X (N=16)	ROCHESTER CC X (N=8)	F
Transportation to and from my college class was difficult	3.063	3.500	0.147
The campus and buildings are architecturally pleasing	2.125	1.875	0.079
My college grades were much better than my high school grades	3.375	3.500	0.014
I found it fairly easy to do both college work and high school work at the same time	3.063	2.375	0.527

1= strongly agree 2= agree 3= neutral
4= disagree 2= strongly disagree

In Table 14 Rochester Community College students strongly agreed that the campus and buildings are architecturally pleasing.

TABLE 15

DIFFERENCES IN STUDENT ATTITUDES ABOUT FUTURE PLANS, WHETHER PARENTS WERE PLEASED WITH ATTENDING THE COMMUNITY COLLEGE AND WHETHER THE STUDENT WOULD RECOMMEND THE 11TH AND 12TH GRADE ENROLLMENT OPTIONS PROGRAM TO FRIENDS BY COLLEGE AS REPORTED BY HIGH SCHOOL STUDENTS

STATEMENT	AUSTIN CC X (N=16)	ROCHESTER CC X (N= 8)	F
My plans are to attend or I am attending the local community college following graduation from high school	2.750	4.125	1.213
My parents were pleased that I attended the community college	1.563	2.250	0.381
I would recommend the 11th and 12th Grade Enrollment Options Program to my friends	1.813	1.250	0.445

1= Strongly agree 2= agree 3= neutral
4= disagree 5= strongly disagree

Austin Community College students, as reported in Table 15, strongly agreed that their parents were pleased that they had attended the community college. Unlike the Austin Community College students, the Rochester Community College students strongly disagreed that their plans were to attend the community college following graduation from high school. Students from both colleges would strongly recommend the 11th and 12th Grade Post-Secondary Enrollments Options Program to their friends.

TABLE 16

DIFFERENCES IN FACULTY ATTITUDES ABOUT THE QUALITY AND VALUE OF THE MINNESOTA POST-SECONDARY ENROLLMENT OPTIONS PROGRAM BY COLLEGE AS REPORTED BY COMMUNITY COLLEGE FACULTY

STATEMENT	X FOR AUSTIN CC (N=5)	X FOR ROCHESTER CC (N=4)	F
The 11th and 12th Grade Enrollment Options Program is very worthwhile	1.200	2.750	1.148
High school students who participate in the program do well if not better than college students	2.600	4.000	0.918
The 11th and 12th Grade Enrollment Options Program has weakened the community college	4.600	4.500	0.006
I feel that the 11th and 12th Grade Enrollment Options Program will weaken the area high schools	3.800	4.250	0.116
Most of the faculty at the community college are supportive of the 11th and 12th grade program	2.600	2.000	0.252

1= strongly agree 2= agree 3= neutral
4= disagree 5= strongly disagree

Faculty Responses to Attitudinal Portion of Questionnaire

Austin Community College faculty, as reported in Table 16, strongly agreed that the Enrollment Options Program was very worthwhile. They strongly disagreed that the program has weakened the community colleges.

The Rochester Community College faculty on the other hand, as reported in Table 16, disagreed that high school students who participate in the program do well if not better than college

students, that the program has weakened the community college and that the program will weaken the area high schools. Both faculty were in agreement that the program was very worthwhile.

TABLE 17

DIFFERENCES IN FACULTY ATTITUDES ABOUT HOW THE STUDENTS EITHER ADJUSTED OR VIEWED THE MINNESOTA POST-SECONDARY ENROLLMENT OPTIONS PROGRAM BY COLLEGE AS REPORTED BY FACULTY

STATEMENT	X FOR AUSTIN CC (N-5)	X FOR ROCHESTER CC (N=4)	F
High school students find it difficult in the classroom to relate to college students	4.000	3.000	0.819
High school students are participating in the program for the wrong reasons	3.800	3.000	0.479
I feel that the students in the 11th and 12th Grade Enrollment Options Program receive adequate counseling	2.600	3.750	0.665
The high school students attending the college seem to be well prepared	2.200	3.250	0.571
Absences from classes by high school students does not seem to be any greater than regular college students	2.000	3.250	0.803
High school students in the classroom tend to be disruptive	4.800	4.500	0.061

1= strongly agree 2= agree 3= neutral
4= disagree 5= strongly disagree

As reported in Table 17 Austin Community College faculty strongly disagreed that high school students find it difficult in the classroom to relate to college students and that high school students in the classroom tend to be disruptive. Similar views were expressed by Rochester Community College faculty as they likewise strongly disagreed that high school students in the classroom tend to be disruptive.

TABLE 18

DIFFERENCES IN FACULTY ATTITUDES ABOUT THEIR OWN PERCEPTIONS OF THE MINNESOTA POST-SECONDARY ENROLLMENT OPTIONS PROGRAM BY COLLEGE AS REPORTED BY FACULTY

STATEMENT	X FOR AUSTIN CC (N=5)	X FOR ROCHESTER CC (N=4)	F
I found it difficult to distinguish between those who are enrolled in the 11th and 12th Grade Enrollment Options Program and our own students	1.800	2.750	0.418
I would recommend the 11th and 12th Grade Enrollment Options Program to my friends	1.600	1.750	0.014
I found that the high school students demand more of my time than our own college students	4.200	4.250	0.002

1= strongly agree 2= agree 3= neutral
4= disagree 5= strongly disagree

TABLE 19

MINNESOTA COMMUNITY COLLEGE
POST-SECONDARY ENROLLMENT REPORT
1985-1986

COLLEGE	FALL		WINTER		SPRING	
	HC	GPA	HC	GPA	HC	GPA
Anoka-Ramsey	37	2.88	67	3.04	80	2.75
Cambridge Center	17	2.53	49	2.55	42	2.61
Inver Hills	48	2.77	86	2.66	93	2.38
Lakewood	64	2.55	88	2.55	82	2.42
Minneapolis	26	2.59	46	2.75	52	2.46
Normandale	37	2.80	115	2.57	146	2.59
N. Hennepin	102	2.41	165	2.56	151	2.59
Rochester	54	2.71	64	2.68	64	2.85
Hibbing	37	2.65	34	2.88	47	2.54
Itasca	32	2.77	42	2.80	52	2.69
Mesabi	40	2.75	42	2.78	49	2.80
Rainy River	22	2.62	55	3.01	59	3.14
Vermilion	22	3.61	21	3.08	14	3.36
Brainerd	73	NA	84	2.46	84	2.58
Fergus Falls	74	NA	78	2.90	99	2.92
Northland	27	NA	38	2.79	50	2.96
Austin	25	2.88	29	2.84	39	2.89
Willmar	25	2.67	28	2.75	23	3.05
Worthington	45	2.71	57	2.69	54	3.02
System Total	807	2.48	1188	2.69	1280	2.69

HC = head count
GPA = grade point average
Private College GPA = 3.18

Summary, Conclusions and Recommendations

This investigator entered the study surmising that the students and faculty participating in the Minnesota Post-Secondary Enrollment Options Program would not report favorably on the program or their own experiences. It was also assumed that students and faculty at a metropolitan community college would be less responsive and less positive towards the program than students and staff at a rural community college. The results of the study strongly indicate otherwise.

Based on the survey of literature and data that was collected through the student and faculty attitude questionnaire the following conclusions can be reached:

1. In most instances, students and college faculty at both schools sampled were very positive and supportive of the 11th and 12th Grade Post-Secondary Enrollment Options Program. They strongly felt that the program was meeting the needs of the students.
2. There is little statistical difference in the attitudes of students and faculty at a metropolitan community college in comparison to students and faculty at a rural community college. Both faculty and students were found to be supportive of the program.
3. It was found that students as well as college faculty would recommend the program to friends.
4. Students reported that they were highly successful

in the program with the majority (75 percent) receiving a grade of B or better. The GPA average at all Minnesota community colleges was 2.69 during the 1985-86 academic year.

5. The study did find that the majority of the students (79.1 percent) did not plan to attend the community college following graduation from high school.

6. High school faculty were not highly supportive of the PSEO Program. Also, high school friends of PSEO students knew very little about the program.

7. A similar study (Randall, 1987) conducted by the Minnesota Department of Education found that the PSEO program had very little fiscal impact on the K-12 school system. The Randall study found that the average revenue reduction as a percentage of total operating revenue was only slightly more than 1/10 of one percent and the average revenue reduction as a percentage of grade 11 and grade 12 foundation revenue was only about 4/5 of one percent. Thus, the Post-Secondary Enrollment Options Program is relatively small in size and the resulting fiscal impacts are consistent with the program size.

In summary, the overwhelming positive aspect of the study is that a majority of students and faculty feel very

positive about the Minnesota Post-Secondary Enrollment Options Program. Similar results on parents' perceptions about the program were found in a study (Randall, 1987) undertaken by the Minnesota Department of Education. They found that 98 percent of the parents were satisfied with the academic challenge of post-secondary courses. This study, (Table 18) like the Randall study, found that both faculty and students view the program as worthwhile and would recommend it to friends. However, enrollment in the program does not necessarily mean that once the student graduates from high school that they will continue their education at the community college. Not one of Rochester Community College students and only 31.3 percent of Austin Community College students indicated that their plans following graduation were to enroll at the local community college. However, as reported in Table 19, students throughout the community college system, which enrolled 49 percent of all post-secondary enrollment students, were very successful in not only completing college courses but obtaining a very good grade point average.

The PSEO Program, like other advance placement programs across the country, is a viable option for parents and students looking for academic enrichment. The cost is relatively small and the opportunity it provides to students is unlimited. The program is easily portable to other states and leads one to ask the following questions: why did it take so long to adopt the program and why do teachers, school

boards and administrators fear the results?

In retrospect, the procedures used and the results obtained were satisfactory for a preliminary study. Use of an attitudinal questionnaire was an efficient means of gathering data.

However, several directions for further study can be recommended. Among these are:

1. The study revealed differences in faculty attitudes between Austin and Rochester Community College faculty. Therefore, a larger sample of faculty taken among additional Minnesota Community Colleges would be appropriate to see if there is a significant difference in attitudes between faculty at metropolitan and rural community colleges.
2. The 11th and 12th Grade Post-Secondary Enrollment Options Program is new to the state with very little history or experience. A comparable study could be pursued in two to five years to see if similar results are obtained.
3. The success of the program ultimately lies in the hands of high school counselors and teachers. It would be useful to pursue a comparable study of high school faculty and staff.

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APPENDIX A

INSTRUMENTATION

*Student Questionnaire

*Faculty Questionnaire

SURVEY OF HIGH SCHOOL STUDENT ATTITUDES ABOUT
THE MINNESOTA POST-SECONDARY ENROLLMENT OPTIONS ACT

Questionnaire

1. Please indicate what high school grade you were in last year during the 1985-86 school year.

   a._____Junior in high school
   b._____Senior in high school

2. How many years have you lived in the community?

   a.____less than one year
   b.____1 to 2 years
   c.____3 to 4 years
   d.____5 to 9 years
   e.____10 to 14 years
   f.____15+ years

3. Were you brought up mostly on a farm, in a town, or in a city?
   a.____farm (0-250) b.____town (250-2500) c.____city (2500+)

4. What is your sex? a.____male b.____female

5. Check the item that you think best describes what you know about your community college?

   a.____a continuation of high school
   b.____a transition school from high school to college.
   c.____the beginning of a 4 year college.
   d.____a liberal arts college
   e.____a vocational training school
   f.____a trade school
   g.____a school offering liberal arts and vocational classes.

6. Please indicate what your age is:_____

7. Please check the item that best describes how you first learned about the 11th and 12th Grade Post-Secondary Enrollment Options Program:

   a.____my parents
   b.____my high school counselor
   c.____my high school teacher
   d.____the newspaper, radio or tv.
   e.____friends
   f.____community college staff
   g.____other, please list;_____
   _____

8. Do you feel that the quality of your community college, in relationship to the 1st two years of an education at a state university or a private college is;

   a.____much better than other colleges or state universities.
   b.____better than other colleges or state universities.
   c.____about the same as other colleges or state universities
   d.____somewhat worse than other colleges or state universities.
   e.____much worse than other colleges or state universities

9. Please check the number of quarters last year that you attended your local community college under the 11th and 12th Grade Post-Secondary Enrollment Options Program.

a.____one quarter (1)
b.____two quarters (2)
c.____three quarters (3)

10. Check the item that you think best describes why you attended the community college under the 11th and 12th Grade Enrollment Options Program:

a.____I was bored with high school
b.____high school did not have a course that I wanted. College did!
c.____I just wanted to try college
d.____friends
e.____didn't have any friends in high school.
f.____good way to save money by taking free college classes.

11. Please check which time period most of your classes you attended were taught at the community college.

a.____morning classes
b.____afternoon classes
c.____evening classes

12. Check the item that best describes your plans following high school graduation.

a.____attend the community college
b.____find employment
c.____attend the state university
d.____attend private college
e.____attend the technical institute
f.____enlist in the military service
g.____other, please list;_____

13. Please indicate which of the following grade averages corresponds to your grades earned at the community college while enrolled in the 11th and 12th Grade Enrollment Options Program last year.

a.____4.0 (A)
b.____3.0 (B)
c.____2.0 (C)
d.____1.0 (D)
e.____(NC) no credit
f.____withdrew from classes

14. Please indicate which of the following grade averages corresponds to your grade average while in <u>high school</u>.

a.____4.0 (A)
b.____3.0 (B)
c.____2.0 (C)
d.____1.0 (D)

15. From which of the following sources of news do you hear the most valuable information about your local community college?

a.____direct mail
b.____radio
c.____television
d.____newspaper
e.____high school teachers
f.____high school counselors
g.____community college staff

16. Would you like a 2-3 page summary of the findings of this survey?

a.____yes b.____no

I do realize that you will need my name and address so that non-respondents can be contacted and that all information will be kept confidential

THANK YOU!

Dr. Roger W. Boughton
2205 SW 10th Ave.
Austin, Minn. 55912

Endorsed and Supported by the Council of North Central Community and Junior Colleges

Here are a few statements about your community college and the 11th and 12th Grade Enrollment Options Program. Please mark how much you agree or disagree with each of the statements by circling the appropriate number.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The 11th & 12th grade enrollment options program was very worthwhile.	1	2	3	4	5
2. I found registration to be very easy.	1	2	3	4	5
3. The counseling in the high school that I received was adequate and helpful.	1	2	3	4	5
4. I was treated just like everyone else at the college	1	2	3	4	5
5. My friends at high school resented my going to college for a portion of the day	1	2	3	4	5
6. Classmates at college treated me no differently than anyone else.	1	2	3	4	5
7. Transportation to and from my college classes was difficult.	1	2	3	4	5
8. Local college officials were not readily available to help.	1	2	3	4	5
9. My friends at the high school seem to know a great deal about the community college	1	2	3	4	5
10. There were ample courses and programs to choose from at the community college	1	2	3	4	5
11. Quality of instruction at the community college is excellent	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. The campus and buildings are architecturally pleasing	1	2	3	4	5
13. The community college has high academic standards	1	2	3	4	5
14. Most instructors at the community college are accessible to students outside the classroom.	1	2	3	4	5
15. The community college teaching staff seem to be well trained and current in their field.	1	2	3	4	5
16. My plans are to attend or I am attending the local community college following graduation from high school.	1	2	3	4	5
17. My parents were pleased that I attended the community college.	1	2	3	4	5
18. I felt that I missed alot of activities in the high school while attending the community college.	1	2	3	4	5
19. I thought the college experience was worth the effort.	1	2	3	4	5
20. My college grades were much better than my high school grades	1	2	3	4	5
21. High school teachers were very supportive of my attending college.	1	2	3	4	5
22. I would recommend the 11th & 12th Grade Enrollment Options Program to my friends.	1	2	3	4	5
23. I found it difficult to compete against older students in the classroom at the community college	1	2	3	4	5
24. I found it fairly easy to do both college work and high school work at the same time.	1	2	3	4	5
25. I found it difficult to schedule my high school classes around the college classes.	1	2	3	4	5

SURVEY OF FACULTY ATTITUDES ABOUT THE
MINNESOTA POST SECONDARY ENROLLMENT OPTIONS ACT

Questionnaire

1. Please indicate by a check (✓) which of the following age groups corresponds to your age?

a.____30 or less
b.____31-40
c.____41 to 50
d.____51-60
e.____over 60 years

2. How many years have you taught at a community college?

a.____less than 1 year
b.____1 to 2 years
c.____3 to 4 years
d.____5 to 9 years
e.____10 to 14 years
f.____15 + years.

3. Check the item that best describes the discipline that you teach:

a.____history
b.____English
c.____psychology
d.____art
e.____math
f.____political science
g.____natural science
h.____economics
i.____music
j.____sociology
k.____speech/theatre
l.____business
m.____humanities
n.____philosophy
o.____foreign languages
p.____other, please list;_____

Here are a few statements about your community college and the 11th and 12th Grade Enrollment Options Program. Please mark how much you agree or disagree with each of the statements by circling the appropriate number from one to five.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The 11th & 12th Grade Enrollment Options Program is very worthwhile.	1	2	3	4	5
2. High school students who participate in the program do well if not better than college students.	1	2	3	4	5
3. High school students find it difficult in the classroom to relate to college students.	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. High school students are participating in the program for the wrong reasons.	1	2	3	4	5
5. I find that the high school students demand more of my time than our own college students.	1	2	3	4	5
6. I find it difficult to distinguish between those who are enrolled in the 11th & 12th Grade Enrollment Options Program than from our own students.	1	2	3	4	5
7. I feel that the 11th & 12th Grade Enrollment Options Program will weaken the area high schools.	1	2	3	4	5
8. I feel that the students in the 11th and 12th Grade Enrollment Options Program receive adequate counseling.	1	2	3	4	5
9. Most of the faculty at the community college are supportive of the 11th & 12th grade program.	1	2	3	4	5
10. The high school students attending the college seem to be well prepared.	1	2	3	4	5
11. Absences from classes by high school students does not seem to be any greater than regular college students.	1	2	3	4	5

. . .

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. High school students in the classroom tend to be disruptive.	1	2	3	4	5
13. I would recommend the 11th & 12th Grade Enrollment Options Program to my friends.	1	2	3	4	5
14. The 11th & 12th Grade Enrollment Options Program has weakened the community college.	1	2	3	4	5

Would you like a 2-3 page summary of the findings of this survey?

a.___yes b.___no

I do realize that you will need my name and address so that non-respondents can be contacted and that all information will be kept confidential

THANK YOU!

Dr. Roger W. Boughton
2205 SW 10th Ave.
Austin, Minn. 55912

Endorsed and Supported by the Council of North Central Community and Junior Colleges

APPENDIX B

COMMUNICATIONS

Dr. Roger W. Boughton
2205 Southwest 10th Avenue
Austin, Minnesota 55912

December 18, 1986

Dear Friend:

You have been selected by the Director of Admissions of Rochester Community College, to participate in a study endorsed and supported by the Council of North Central Community and Junior Colleges.

This past year (1985-86) you participated in the 11th and 12 Grade Enrollment Options Program at Rochester Community College. An evaluation of the factors influencing students to participate in the program and measuring levels of satisfaction is of upmost importance.

Data can only be obtained with the cooperation of students such as yourself. Your perceptions of your local community college are needed for this important project to be successful. Would you take just 5 minutes to complete the questionnaire?

When completed, please return in the enclosed envelope. Return postage is provided.

The study report will contain no identification of individuals, thus confidentiality is guaranteed. Your name appears on the questionnaire only so that non-respondents can be contacted. If you prefer that your name not appear on the questionnaire, please remove the address label.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton
Project Director

"The Minnesota Experiment—
Is it changing the traditional structure of secondary and post-secondary schools?"

A Study Endorsed and Supported by the Council of
North Central Community and Junior Colleges.

Dr. Roger W. Boughton
2205 Southwest 10th Avenue
Austin, Minnesota 55912

December 18, 1986

Dear Friend:

You have been selected by the Director of Admissions of Austin Community College, to participate in a study endorsed and supported by the Council of North Central Community and Junior Colleges.

This past year you participated in the 11th and 12th Grade Enrollment Options Program at Austin Community College. An evaluation of the factors influencing students to participate in the program and measuring levels of satisfaction is of upmost importance.

Data can only be obtained with the cooperation of students such as yourself. Your perceptions of your local community college are needed for this important project to be successful. Would you take just 5 minutes to complete the questionnaire?

When completed, please return in the enclosed envelope. Return postage is provided.

The study report will contain no identification of individuals, thus confidentiality is guaranteed. Your name appears on the questionnaire only so that non-respondents can be contacted. If you prefer that your name not appear on the questionnaire, please remove the address label.

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Sincerely,

Roger W. Boughton

Roger W. Boughton
Project Director

"The Minnesota Experiment—
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A Study Endorsed and Supported by the Council of
North Central Community and Junior Colleges.

Dr. Roger W. Boughton
2205 Southwest 10th Avenue
Austin, Minnesota 55912

December 30, 1986

Dear Friend:

You have been selected by the Director of Admissions at Rochester Community College to participate in a study endorsed and supported by the Council of North Central Community and Junior Colleges.

This past year (1985-1986) you were an instructor to students who were enrolled in the 11th and 12th Grade Enrollment Options Program at Rochester Community College. An evaluation of the factors influencing students to participate in the program, faculty attitudes about the program and measuring levels of satisfaction is of upmost importance.

Data can only be obtained with the cooperation of faculty such as yourself. Your perceptions of your local community college are needed for this important project to be successful. Would you take just 5 minutes to complete the questionnaire?

When completed, please return in the enclosed envelope.
Return postage is provided.

The study report will contain no identification of individuals, thus confidentiality is guaranteed. Your name appears on the questionnaire only so that non-respondents can be contacted. If you prefer that your name not appear on the questionnaire, please remove the address label.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton

Roger W. Boughton
Project Director

"The Minnesota Experiment—
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A Study Endorsed and Supported by the Council of
North Central Community and Junior Colleges.

Dr. Roger W. Boughton
2205 Southwest 10th Avenue
Austin, Minnesota 55912

December 30, 1986

Dear Friend:

This second questionnaire is mailed in case the first did not reach you or was mislaid.

This data will provide valuable information as to the factors influencing last year's 11th and 12th grade students to attend their community college in Minnesota. A lack of participation from you may cause a bias in the results, thus the study recommendations will not reflect reality. If the report is to accurately represent the experiences of such as yourself, your response is needed. Please take just five minutes to complete the questionnaire.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton
Project Director

RWB:MJN

"The Minnesota Experiment—
Is it changing the traditional structure of secondary and post-secondary schools?"

A Study Endorsed and Supported by the Council of
North Central Community and Junior Colleges.

Dr. Roger W. Boughton
2205 Southwest 10th Avenue
Austin, Minnesota 55912

December 30, 1986

Dear Friend:

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This past year (1985-1986) you were an instructor to students who were enrolled in the 11th and 12th Grade Enrollment Options Program at Rochester Community College. An evaluation of the factors influencing students to participate in the program, faculty attitudes about the program and measuring levels of satisfaction is of upmost importance.

Data can only be obtained with the cooperation of faculty such as yourself. Your perceptions of your local community college are needed for this important project to be successful. Would you take just 5 minutes to complete the questionnaire?

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Roger W. Boughton

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North Central Community and Junior Colleges.

ERIC Clearinghouse for Junior Colleges
JUL 10 1987